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ABSTRACT

This booklet explains how to obtain and best use the federally funded inservice teacher services provided by the Division of Continuing Education at Trenton State College. The cost of the service for public schools is specified along with lists of the inservice programs available and their objectives. This pamphlet will prove useful for both public school administrators and teachers in an ongoing career education program. Methods of evaluating these programs are given. (AG)

ED 068664

CAREER EDUCATION

IN-SERVICE TEACHER TRAINING PROGRAMS

Available to the Public Schools
1972 – 1973

Division of Continuing Education
Trenton State College
Trenton, New Jersey 08625

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ED 068664

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CAREER EDUCATION

In-Service Teacher Training Programs Available to the Public Schools

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Division of Continuing Education

Trenton State College
Trenton, New Jersey 08625

(This Project is Federally Funded by E.P.D.A.)

Preface

Career education -- at its inception -- defies simple definition. However, in the minds of those grappling with its concepts and its parameters, career education implies the following:

-- Career education is a developmental process which begins with an awareness of work.

-- Career education bridges the gap between the educational world and the world of work.

-- Career education is an evolutionary process rather than a revolutionary process.

-- Career education is a total effort of public education and the community.

-- Career education helps students understand themselves and make rational decisions about their future.

-- Career education works within existing systems and uses existing resources and investments to create more relevant educational programs.

Career education also implies that the student will be placed at the center of his education, his career, and his future.

John B. Moullette

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Why This Publication

The demand for quality performance by the schools has made it essential that administrators continue to effectively identify problems and changes related to instructional improvement. Each year school administrators work diligently to find methods to improve all levels of classroom instruction. In an effort to bring new ideas to assist in meeting educational problems, Trenton State College offers its In-Service Teacher services: A most significant feature of the varied activities provided by the Division of Continuing Education.

(1) This publication explains how to engage the services of In-Service Training

(2) Makes suggestions on how In-Service training may best be used

(3) Specifies the cost of the service for the schools

(4) Lists of the In-Service programs available and their objectives

Anyone responsible for securing In-Service Training is urged to review carefully the infcrmation made available in this publication.

How Can In-Service Teacher Training Be Obtained

Requests for In-Service training should be made to the Project Coordinator of the Division of Continuing Education by the Chief School Administrator or his designated representative in charge of In-Service teacher training. Classroom teachers desiring In-Service training should always channel their requests through their proper local administrator.

It is essential that the College know (1) the office responsible for payment of financial charges, (2) the total number of days of each In-Service program requested, and (3) a reasonably complete statement of the specific

assistance needed from the college presentor.

If the school administrator requires a program which is not listed on this publication, the administrator should explain his need in some detail to the Project Coordinator of Division of Continuing Education, who will arrange a program on the particular problem which will best serve his needs. Requesting services should be made as early as possible. Only rarely can such services be provided on short notice.

Special Note

There are additional programs, other than those listed, which are being developed. All of these courses are sufficiently flexible to be presented to teachers of regular, handicapped, and disadvantaged students. A school can select several of these programs in a form of a basic package or they may have the option of choosing one or more which best meet its needs. Since faculty and other professional specialists are ordinarily assigned to additional campus and off-campus duties, it is especially important that requests for their services indicate careful planning for the most effective use of their time while in the school.

How to obtain effective assistance for In-Service Programs

The Coordinator is available to meet with administrators and teachers to discuss possible in-service education programs. Local districts wishing to select any one or several of the programs should contact Alex Boychuck, Projects Coordinator, Division of Continuing Education, Trenton State College, (telephone 609-771-2221 or 2451). Maximum effort will be made to make sessions available when local education agencies want them (e.g. a.m., p.m., evening, weekends).

Cost of In-Service Programs

The cost to a local education agency will be based upon the types of program and/or services desired, the length of each presentation, the specific relevance to a district's needs, etc. The cost figure will be presented to the agency before any contractual agreement is reached between the local education agency and Trenton State College.

Evaluation

Several methods of evaluating these programs will be employed.

1. The first method will be the instructor's individual follow-up by distributing an evaluation form to be completed by the participants at end of the presentations. The responses will be analyzed, tabulated, and used to prepare a final report.

2. The second method will include post-visitation to the district, whereby the coordinator will distribute a questionnaire consisting of a series of questions designed to answer the objectives of the program. The questions will be of multiple choice which could be answered with a simple checkmark. Returned questionnaires will be coded and the information key-punched on IBM cards. This method provides for a simplified mechanical method of sorting, collating, and extracting data.

3. Consultants will be used as a third party to evaluate in greater detail concepts and procedures that can be used in assessing the worth of each program or presentation.

In-Service Teacher Training
Trenton State College

In-Service Training for MAN: A COURSE OF STUDY

Two (2) or three (3) day Introductory Workshops for those districts contemplating adoption.

Ten (10) days - Morning and Afternoon Workshops for those districts who have adopted MAN: A COURSE OF STUDY (usually summers).
Follow up days or half days during the academic year.

Description:

MAN: A COURSE OF STUDY is a flexible course for upper-elementary and middle-school children developed by the Social Studies Curriculum Program of the Education Development Center, Inc., Cambridge, Massachusetts, under grants from the National Science Foundation. It is disseminated by Curriculum Development Associates, Inc., Suite 414, 1211 Connecticut Avenue, N.W., Washington, D.C., 20036. The director was Peter Dow. Consulting scholars were Jerome Bruner, Director, Center for Cognitive Studies, Harvard University; Irven DeVore, Professor of Anthropology, Harvard University; Asen Balikci, Professor of Anthropology, University of Montreal.

Objectives:

1. To give students confidence in the power of their own minds.

2. To give them respect for the powers of thought concerning the human condition, man's plight and man's potential.

3. To provide them with a set of workable models for analyzing the nature of the social world in which they live, the condition in which man finds himself.

4. To impart an understanding of the capacities of man as a species in contrast to other animals.

5. To instill concern for the human condition in all its forms, whatever race or culture.

Nature of Workshops:

A team of faculty members from the Anthropology, History, Sociology, and Elementary Education Departments will conduct workshops consisting of "hands on" type activities designed to train teachers in the use of the materials.

Materials and Equipment:

Films and other visuals

1. Documentary films are the primary source of data; color; natural sound and minimum of commentary; largely used for simulation of field observations.

2. Visuals such as large pictures and maps

3. Booklets of differing styles and purposes
   Data for units
   Concepts such as adaptation
   Games
   Construction devices
   Observation projects

Course Content:

1. What is human about human beings?

2. How did they get that way?

3. How can they be made more so?

4. Life cycle of salmon

5. Herring gulls (based on ethological concepts of Lorenz and Tinbergen)

6. Free-ranging baboons (field research of Washburn and DeVore)

7. Netselik Eskimos (film-based ethnographic studies by Balikci)

In-Service Teacher Training
Trenton State College

Simulations and Career Education

Presentors: Mr. Robert Anderson, Sociology
Dr. Helen Carpenter, History
Dr. Leon Durkin, Elementary Education
Mr. Ken Grimes, Anthropology
Dr. Dorothy Ingalls, Elementary Education
Dr. John Shea, Elementary Education
Dr. Edward Watson, Elementary Education
(to be expanded as center develops)
Trenton State College

Description:

1. Simulations and games may be used for either research or instruction. Certain games, such as the famous Northwestern Inter-Nation Simulation, may be used for both.

2. They may be used throughout the area of education-elementary, secondary, college.

3. They may be used as training devices in areas such as business, military, etc.

4. They foster two values in the classroom - instructional and motivational.

5. They focus on process and systems behavior rather than an accumulation of detailed bits of knowledge.

6. Some games emphasize the beneficial effects of competition. Some call for a mixture of cooperative and competitive action. Others are based upon player cooperation in situations of incomplete information and communications control.

7. Manipulating game dynamics - filtering in information, assigning roles, conditions for game termination.

8. Use in many areas such as: Business Education, Social Studies, and Leadership Training.

Major Responsibilities of the Center:

1. To provide a central state center as a source of information and materials

2. To provide a resource bank of faculty members from a cross-section of departments

3. To encourage participation in pilot programs

4. To conduct summer institutes

5. To prepare workshop leaders for local schools or areas in summer institutes

6. To support local school or area workshop programs during the school year.

7. To actually conduct workshops for local schools or areas in summer institutes and continue such programs during the school year

8. To provide career oriented, short term and long term type workshop activities for upper elementary, middle school, junior high, and senior high students acquainting them with various careers

9. To conduct research

Materials and Equipment:

A collection of up-to-date books, documents, and research papers housed in the library; a collection of simulation games, films, and media housed in the Instructional Media Center; and, most important, a resource bank of faculty from a cross-section of departments.

In-Service Teacher Training
Trenton State College

Model Design for Career Education in Elementary Schools

Presentors: Mr. Larry Ksanznak, Assistant Superintendent, Elementary Schools
Mrs. Carla Wright, Coordinator, "Operation Quest"
Mrs. Martha Palmere, Teacher, Intermediate School
Lawrence Township Schools

Description:

This course will present some suggested approaches, intended to assist elementary teachers to expend their pupil's learning that normally encompasses within its sphere, personal, social and academic development to include another vital dimension -- Career Awareness.

Objectives:

1. To provide students with an understanding of the broad range of occupations open to them through education
2. To provide students with an understanding of the world of work that would contribute in a constructive way to the development of a positive self-image and as a productive member of society
3. To provide students with an understanding that will nuture career awareness and contribute to their motivation for learning
4. To provide students with understandings that will lay the foundation for their ability to evaluate experiences as these relate to their eventual career choices
5. To provide students an opportunity to develop self-understanding and an awareness of their personal responsibility for making their own decisions
6. To provide students with an understanding of their developing personal interests, attitudes, abilities and skills as these relate to future career decisions

Materials and Equipment:

Supplementary Materials

In-Service Teacher Training
Trenton State College

Media and Communications

Presentors: Lynn Waterhouse, English Department
William Thomas, Media Department
Jon McClure, Speech and Theatre
Trenton State College

Description:

This course is usually team-taught involving a faculty member from the media and technology department, speech and theatre communication department and the English department.

Examines the relationships between motivation, perception, learning theory, group dynamics, and media utilization in communications. Educational and social psychological theories employed in evaluating the effects of mass media and educational media on the teaching-learning process.

Objectives:

1. To develop an appreciation of the role mass media plays in the development of formal and informal learning, i.e., structured classroom learning as compared to learning that occurs from environmental experiences outside the school.

2. To develop an understanding of all forms of media and the value they have when effectively employed in the classroom.

3. To develop an understanding of the factors involved in developing effective classroom communications.

4. To understand the relationships between learning theory, perception, motivation and media utilization in society and the classroom.

5. To develop an understanding of the group dynamics approaches that are beneficial to the development of a flexible and effective learning environment.

6. To develop an understanding of interaction process analysis and its employment in media utilization situations.

7. To develop an appreciation for the use of media as an approach for improving classroom communications.

Materials and Equipment needed:

None

In-Service Teacher Training
Trenton State College

How to Develop a Learning System: A Systems Analysis Approach to Curriculum

Presentor: Dr. Stanford Ruggles Industrial Education and Technology
Trenton State College

Description:

The overall objective of this presentation is to provide an opportunity for administrators and teachers to understand and use a systems approach for organizing the total curriculum.

The participants will learn how to apply the steps of a systems analysis approach and learn the direct benefits of this approach for their area of instruction. In addition, it provides an administrator with an orderly procedure for developing solutions to educational problems and a process for redesigning and continually improving a process for tapping the creative ideas of students, faculty, administration and parents. This model was developed to provide a workable and practical means for directly improving the quality of instruction.

Objectives:

1. Define the concepts of system, system analysis, educational system and instructional strategy.
2. Name and describe the function of the system analysis instructional model as developed for the program.
3. Operationally use the four phases of the systems analysis model.
4. Name specific guidelines for developing instructional strategies.
5. Develop one or more concepts for a given teaching area using the steps of the systems analysis instructional model.

Materials and Equipment:

Overhead projector, pencil and paper

In-Service Teacher Training
Trenton State College

Occupational Information in Career Education

Presentors: Dr. Edward Coughlin — Industrial Education and Technology
Dr. William Brown — Trenton State College

Description:

a. Presentation: A two-hour, multi-media lecture on how teachers and other school personnel may incorporate occupational information at all levels.

b. Workshop Activities: A brainstorming session aimed at developing appropriate ideas suitable to the local situation.

Objectives:

As a result of attending this workshop the participants will be able:

(a) to identify the sources and media used in making pupils aware of occupational information

(b) to collect and evaluate occupational information useful in the educational situation of the participant such as elementary or secondary teacher, administrator, pupil personnel specialist, special needs teacher, shop instructor

(c) to incorporate concepts of occupational information into course plans.

(d) to identify roles of teacher, counselor, coordinator and administrator in using and providing for opportunities to use occupational information

(e) to recognize limitations of material and sources and the problems relating to up dating data

(f) to identify the community role in providing locally relevant occupational information

Materials and Equipment Required

Overhead and filmstrip projector screen, pencils, paper.

In-Service Teacher Training
Trenton State College

Techniques of Student Motivation

Presentor: Dr. Gary Oakley
Industrial Education and Technology
Trenton State College

Description:

1. Presentation: An approximately two-hour presentation consisting of lecture, discussion, and transparencies followed by a fifteen minute sound-filmstrip on contingency management.

2. Workshop: A question-and-answer session will follow the presentation.

Objectives:

As a result of the presentation, the participants should be able to:

1. give a definition of motivation: What it is and is not

2.. list several reasons why students are "turned off"

3. name at least four characteristics of the positively and negatively motivated child

4. draw a diagram indicating the motivational patterns of boys and girls from kindergarten through college

5. list several questionable techniques of motivation

6. list at least eight techniques of motivation to be used in the classroom

7. list at least eight techniques of motivation to be used in the laboratory

8. draw a chart indicating the relationship between motivation and achievement

9. utilize the principles of contingency management as a tool for student motivation in the classroom

Materials and Equipment:

1. From the school: overhead projector and screen suitable for projecting 1/4" letters so that all participants can easily read material. Room must be capable of being darkened so that filmstrip projector can be successfully utilized.

2. From the participants: pencil and note pad

In-Service Teacher Training
Trenton State College

Models for Conceptual Teaching of Interdisciplinary Career Clusters

Presentor: Dr. Harry Hess
Industrial Education and Technology
Trenton State College

Description:

Presentation aimed at briefing teachers on the preparation of conceptual lessons for use in interdisciplinary career education cluster programs or general academic programs. The conceptual model for lesson development lends itself well to the process of integrating (coring) of academic and technical subjects into a career education package.

Objectives:

At the conclusion of this presentation and workshop each participant should be able to:

1. Write a "conceptual teaching" type of career education lesson outline.
2. List the total content of two (2) basic types of teaching process models.
3. Distinguish orally between lesson presentation and teaching for student learning.
4. Construct instructional packages designed to insure student learning.

Materials and Equipment:

Overhead projector, pencil and paper

In-Service Teacher Training
Trenton State College

Career Development in the Vocational Classroom

Presentor: Dr. Edward Coughlin
Industrial Education and Technology
Trenton State College

Description:

1. Presentation: A two-hour, multi-media lecture on how a variety of schools incorporate career development materials in their various programs.

2. Workshop activities: A short brainstorming session aimed at developing appropriate ideas suitable to the local situation.

Objectives:

As a result of attending this workshop, the teacher will be able to:

1. identify classroom and guidance activities used in career development.

2. incorporate career development concepts in course plans.

Materials and Equipment Required:

Overhead and filmstrip projectors, pencil, paper, screen

In-Service Teacher Training
Trenton State College

School Operational Procedures

Daily Activities
Procedures and Policies

Presentor: Dr. Walter Wronoski
Director, Bucks County Technical School

Description:

Planning for the maximum utilization of staff procedures, responsibilities and use of the physical plant.

Objectives:

1. to develop planned, organized activities for supervisory staff in-service development for career education
2. to develop planned, organized activities for faculty in-service development for career education
3. to develop procedures for implementing career education
4. to develop activities for student participation in career education
5. to develop a yearly career education plan based upon organized monthly school activities
6. to develop a systematic approach to implementing career education in K-9

Materials and Equipment:

Overhead projector, pencil and paper

In-Service Teacher Training
Trenton State College

Production of Instructional Media

Presentor: Mr. David A. Rogosky
Media and Technology
Trenton State College

Description:

Participants will become familiar with the process of producing such material for their own use as: Transparencies, copy slides, mounting pictures, color transparencies and other useful media for utilization in the classroom or other instructional programs. A small fee will be charged the participant for only those materials used by the participant. Graphics will be explored and simple processes will also be utilized by the participant.

Objectives:

1. the student will produce materials with a 90% degree of accuracy and be able to use these materials in his applicable situation.
2. the student will be able to produce transparencies, copy slides and produce other material in which a small amount of graphics is used.
3. the student will gain skills related to the production of instructional materials which are teacher prepared and produced for certain immediate situations.

Materials and Equipment:

Approximately $5.00 per person, per session, excluding film processing. Add $3.50 for slides if desired.

In-Service Teacher Training
Trenton State College

A Publicity Presentation to Describe Vocational and Career Education

by Charles R. Doty, Ph.D.
Annell Lacy, Ph.D.

Department of Vocational-Technical Education
Graduate School of Education
Rutgers University

Presentor: James C. O'Brien
Vocational-Technical Education
Rutgers University

Description:

This presentation is a result of the expressed need of the members of the New Jersey Council on Vocational Teacher Education for information on Vocational and Career Education.

It consists of a script and color slides which may be varied in length conditioned upon the public for which it is intended and the time allottment designated.

It may be of interest and informative to school boards, administrators, teachers and community groups.

Objectives:

1. To relate vocational education and career education as a unified endeavor in total child development

2. To acquaint educators and the public with the various career education models

3. To provide information that may be useful in dicision-making about vocational and career education

In-Service Teacher Training
Trenton State College

Course Development K-12

Educational Specification
Program and Curriculum Planning

Presentor: Dr. Walter Wronoski
Director, Bucks County Technical School

Description:

Development of career theme designed to increase student self-awareness and understanding of interest and abilities. Specific integration and findings in curriculum planning.

Objectives:

1. to develop activities for career awareness experiences
2. to develop activities for career exploratory experiences
3. to develop activities for career preparatory experiences
4. to develop methods for the utilization of school and community in developing in career activities

Materials and Equipment:

Overhead Projector

In-Service Teacher Training
Trenton State College

Training elementary teachers in the use of tools and materials with children

Presentors: Dr. Robert Weber — Industrial Education and Technology
Mr. Conrad Johnson — Trenton State College

Description:

Use common hand tools, machinery, and materials, appropriate for use with elementary school children. Develop, in this case, means of making the plans, procedures and hardware necessary to actually implement the activities in the forthcoming school term with elementary children.

Objectives:

As a result of participating in this workshop each teacher should:

1. be able to safely and with a measure of skill, use common hand tools, machinery, and materials appropriate for use with elementary school children.

2. develop a minimum of 3 curriculum experiences related to the elementary school curriculum which involve various tools, materials, machines and industrial processes. "Develop" in this case, means making the plans, procedures and hardware necessary to actually implement the activities in the forthcoming school term with elementary children.

3. participate in a minimum of 2 field trips to sites which illustrate how man has used tools, materials and his ingenuity to meet such basic needs as food, clothing, shelter, transportation and communication. These field trips will be directly related to the workshop activities and will provide teachers with both information and inspiration useful for future teaching.

4. maintain a class notebook of activities involving tools and materials which can be used in the elementary classroom to promote learning in the content areas of math, social studies, music, language arts, etc.

5. become aware of efficient procedures for arranging their classroom to facilitate the proper and safe use of tools and materials by elementary school children.

In-Service Teacher Training
Trenton State College

Consumer Education

Presentor: Dr. William Johnston, Director
Center for Consumer Education Services
Edison, New Jersey

Description:

A. Presentation: A two hour, multi-media lecture and discussion session presenting sufficient material for teachers to accomplish the objectives outlined above.

B. Workshop: Teachers will prepare at least one unit of study in consumer education which may be incorporated into an existing curriculum pattern.

Objectives:

As a result of attending this workshop, the teacher will be able to:

A. Define consumer education in terms of its integration into the curriculum and its desired effect upon the student's behavior.

B. Develop a curriculum outline for consumer education activities utilizing existing resources of time, personnel, facilities, and materials and including objectives, program and evaluation.

Materials and Equipment:

A. From the school: overhead projector, screen, filmstrip projector, record player

B. From the teacher: pencil and paper

In-Service Teacher Training
Trenton State College

Group Counseling in Career Education

Presentor: Dr. Donald J. Tosh, Assistant Professor, Counselor Education-Rider College

Description:

The presentation will focus on the techniques and methods of group counseling and its role in Career Education. Visual aids and video tapes will be utilized to present examples of the group counseling process.

Objectives:

The participants in the Group Counseling Seminar will be able to:

1. Identify the methods and techniques in group counseling
2. Understand the methods and procedures necessary for selecting individuals for group counseling sessions
3. Plan for group counseling in a Career Education program
4. Evaluate group counseling programs

In-Service Teacher Training
Trenton State College

Developing Inter-disciplinary Cluster Courses For Career Education

Presentor: Dr. William Alexander Industrial Education and Technology
Trenton State College

Description:

Model for the development of interdisciplinary clusters for use in career education for general academic use. Describes process of interrelating concepts and skills in science, mathematics, communications, social studies and the technical areas. Shows process of career analysis, cluster selection, organization and development.

Objectives:

1. Participants will describe the concept of interdisciplinary cluster teaching and its relationship to career education.
2. Participants will be able to describe a model for use in planning and developing interdisciplinary cluster courses.
3. Participants will develop portions of cluster courses using the model described in the workshop.

In-Service Teacher Training
Trenton State College

Occupational Structure And Occupational Classifications

Presentor: Dr. Donald J. Tosh, Assistant Professor, Counselor Education-
Rider College

Description:

This presentation will introduce the participants to employment by major occupational group actual 1965/estimated 1975. The Occupational Classification System will be introduced and the Dictionary of Occupational Titles will be presented and examined. The field and level appropriate to the study of occupations will be discussed followed by the Cluster Concept of Careers.

Objectives:

The participants will be able to:

1. Describe the Occupational Classification System
2. Use the Dictionary of Occupational Titles
3. Define the field and level approach in the study of occupations
4. Describe the Cluster Concept in Careers

In-Service Teacher Training
Trenton State College

Decision Making Via Career Development Center

Presentor: Mr. Leroy Alston, Sr.
Director, Career Development Center
South Brunswick High School

Description:

A critical aspect significant to the successful functioning of the individual programs and services making up the total career education package is the process of pulling all facets together. To create such a climate for all career education programs, K-12, each project must have a key staff member (resource teacher) responding to the needs of career education program teachers, K-12. The Career Development Center will, to a large measure, be responsible for carrying out career development to the fullest meaning of the concept. Of the basic elements necessary for generating an individualized career style of behavior, I feel decision making is of the most importance. The personnel needed for a total Career Development Center are:

Director
Job Placement Counselor
Multi-Media Coordinator
School-Industry Coordinator
Secretary

Objectives:

1. As a result of exposure to occupational information, teachers K-6 will be able to develop interest centers to relate the world of work to elementary students.

2. With the services of the Career Development Center, teachers 6-8 will identify the occupational clusters and develop mini-type courses for students to further examine their career interests.

3. Through Guidance and the Career Development Center, teachers will be able to identify the educational prerequisites for their subject area so students will acquire the educational skills for entry level employment and/or continuing education.

4. Teachers 9-12 with the Job Placement Coordinator will identify the non-goal-oriented student and will provide job opportunities to assist this student in formulation of future plans.

5. Develop units of study through multi-media for students to "see and hear" themselves to broaden and strengthen articulation throughout the K-12 career development experiences.

Goal

Increase the knowledge of occupational opportunities relevant to the subject area of teachers K-12.

In-Service Teacher Training
Trenton State College

Theories And Factors Of Career Development

Presentor: Dr. Donald J. Tosh, Assistant Professor, Counselor Education-Rider College

Description:

The major theories and factors of Career development will be presented. The value of those theories in understanding present Career Education models will be analyzed. Discussion of the theories and factors will give the participants an understanding of their importance before any model or program should be attempted.

Objectives:

The participants will be able to:

1. Identify and have general knowledge of the theories of Career Development
2. Describe the role of theory in developing Career Education models
3. Discuss the importance of the theories and factors in Career Development as the basis for developing any career education program or project
4. Define the major terms or vocabulary associated with the Career Education concept

In-Service Teacher Training
Trenton State College

Evaluation And Research In Career Education

Presentor: Dr. Donald J. Tosh, Assistant Professor, Counselor Education-Rider College

Description:

The presentation will introduce the participants to the importance of evaluation and research in Career Education. The various methods available to educators in conducting research and evaluation of materials, students, and overall programs will be discussed. Instruments that are available for evaluation and measurment of interest, vocational maturity, and occupational knowledge will be described and discussed.

Objectives:

The participants will be able to:

1. Identify the methods of research that can be applied to Career Education programs
2. Identify and list the instruments available to educators in conducting research and evaluations in Career Education
3. Plan an initial research project in Career Education programs

In-Service Teacher Training
Trenton State College

Multi-Media Materials Available Concerning Career Education

Presentor: John A. Millard, Sr., County Coordinator of Occupational Education, Cumberland and Salem Counties, New Jersey

Description:

An in-depth review of materials available for use by classroom teachers which are specifically concerned with Career Education. These materials include 8mm film loops, 16mm sound films, filmstrips, slides, and cassette recordings. Printed materials available for public information will also be discussed.

Objectives:

1. To familiarize in-service teachers with the most up to date information concerning multi-media presentations which have specific reference to Career Development.
2. To familiarize teachers with the operations of various audio-visual equipment.

Material:

8mm loop projector, 16mm projector, tape recorder, cassette recorder, overhead projector

In-Service Teacher Training
Trenton State College

Business Career Pacts

Presentor: Dr. Peter Yacyk, Chairman, Division of Graduate Studies, Rider College, Trenton, New Jersey 08602

Description:

Business teachers are finding that more and more school systems are demanding that they possess competencies relative to integrating career activities into their classes. In addition, they also expect business teachers to keep up to date as to job opportunities, job requirements, basic occupational information, e. g., salaries, fringe benefits, and opportunities for advancement. This workshop will provide the business teacher with these competencies.

Objectives:

Upon completion of this workshop, each participant will be able to:

1. know the various strategies whereby he may integrate career activities projects in his classes;
2. prepare packets appropriate for his own students and communities;
3. recognize the contributions of various careers to our economic system;
4. develop with his students positive attitudes towards himself and the world of work

Materials:

cassette recorder, 8mm loop projector, and overhead projector

In-Service Teacher Training
Trenton State College

Aviation In The Elementary And Junior High School

Presentor: Howard A. Bueschel, New Jersey State Director of Aerospace Education

Description:

A course for the professional educator interested in curriculum innovation with 20th Century relevance. Includes an overview of the whole field of aviation, the many careers involved, aviation as an agent of social change, and appropriate units and activities for grade levels K-9. All sessions held at the Aerospace Resource Center, a professional aerospace education facility with extensive library, multi-media collection, and related exhibits. Classroom teaching aids will be constructed by participants.

Objectives:

To provide:

1. specific projects and activities for each grade level which employ aviation and space as a focal point in the teaching of social studies, language arts, industrial arts, methematics, science, and career education.
2. a thorough knowledge of the resources available from industry, government, business, and educational institution which enhance classroom aerospace teaching.
3. a first-hand association with instructional methods and techniques currently practiced in using aerospace in the various disciplines.
4. a clear understanding of the significance of aviation and space industries and of their impact on education, economics, technology, and social change.
5. an opportunity for personal involvement with the organizations and people providing leadership in aerospace education in the United States.

Materials:

None

In-Service Teacher Training
Trenton State College

Career Opportunities in Construction and Manufacturing

Phase I (Total Program Time: 2-3 hours)

Presentor: Dr. J. Russell Kruppa
Industrial Education and Technology
Trenton State College

Description:

1. Presentation: A two-hour multi-media lecture describing the Industrial Arts Curriculum Project (IACP), a career oriented junior high school program for industrial education. Program includes careers in the construction and manufacturing industries.

2. Workshop Activities: A brief question and answer period relative to the program, its background, development, implementation, costs, etc.

The Phase I workshop serves only as an introductory session for teachers, administrators and guidance personnel who may be interested in becoming familiar with the IACP program. For those desiring more in-depth exposure, the Phase II program should be contracted for. For those personnel or school systems which are serious about training teachers in preparation to implement the IACP program in their schools, a more comprehensive program should be contracted for. This program will entail a minimum of forty contact class hours of training for participants. Details for this Phase II program will be worked out for individual school systems.

Objectives:

As a result of attending the workshop, participants will:

1. be able to identify the IACP program with its origin and purpose

2. be able to list the three major objectives for the program

3. be able to list or recognize the three major concepts which serve as the core for the program

4. be able to direct inquiries to the appropriate sources to obtain additional information about the career oriented program

5. recognize the broad career exposure in construction and manufacturing industries which the program provides

Materials and Equipment:

1. Hardware: projecting screen, carousel slide projector

2. Software: appropriate proprietory software items (texts, lab manuals, teachers guides) and descriptive brochures

In-Service Teacher Training
Trenton State College

Career Opportunities in Construction and Manufacturing

Phase II (Total Program Time: 4½ - 5 hours)

Presentor: Dr. J. Russell Kruppa
Industrial Education and Technology
Trenton State College

Description:

1. Presentation: Same as Phase I

2. Workshop Activities: Question and answer period relative to the program, its background, rationale, development, implementation, costs, etc. Hands-on experiences with two selected activities in the program whereby participants use the prepared teachers guides, lab manuals and textbooks.

Objectives:

1. - 5. Same as Phase I

6. have a better understanding of the strategy used to teach a particular lesson relative to construction and to manufacturing

Materials and Equipment:

1. Hardware: projecting screen, carousel slide projector, selected specialized tooling and supplies

2. Software: appropriate proprietory software items (texts, lab manuals, teachers guides), descriptive brochures and other selected software items

In-Service Teacher Training
Trenton State College

Building and Applying Strategies for Initial Cognitive Skills (BASICS)

Presentor: Dr. Edward D. Watson
Professor of Elementary and Early Childhood Education
Trenton State College

Description:

A program designed to train supervisors, teachers and aides to systematically help children of ages 4 - 8 from differing socio-economic backgrounds, with varying degrees of intellectual, psychological and social maturity develop essential cognitive skills at their own rate and in accordance with their readiness and capability. The following skills are developed in the program and include those which are considered by many experts to be essential in order to learn reading and language skills:

1. observing
2. recalling
3. noticing similarities
4. noticing differences
5. grouping
6. ordering
7. inferring causes
8. inferring effects
9. Inferring feelings
10. labeling
11. concluding
12. generalizing
13. questioning
14. classifying
15. anticipating
16. testing
17. making choices

The BASICS program is derived largely from the research of Dr. Irving E. Sigel. BASICS is designed to meet the critical need for a systematic program that trains teachers to help children ages 4 - 8 to develop initial cognitive skills that are essential to their functioning effectively in school and society.

The BASICS program is designed especially for those who work with children in pre-school and primary education, special education, migrant education, Headstart, and Follow-through programs. In addition, BASICS can function as a foundation program to the Hilda Taba Teaching Strategies Program.

Objectives:

At the completion of the BASICS program each participant will demonstrate the ability to:

1. Plan and conduct a variety of sequences of learning activities with children which develop different initial cognitive skills.

2. Identify and explain the purpose and function of each of the cognitive skills.

3. Utilize existing curriculum materials in a variety of learning activities that develop initial cognitive skills.

4. Analyze his own use of the teaching strategies and identify areas for improvement as well as areas of strength.

5. Design a variety of applications of the teaching strategies for use in the classroom.

Materials and Equipment:

Participant manuals, cassette tape recorder, blank cassette tapes.

In-Service Teacher Training
Trenton State College

Hilda Taba Teaching Strategies Program

Presentor: Dr. Edward D. Watson
Professor of Elementary and Early Childhood Education
Trenton State College

Description:

The Hilda Taba Teaching Strategies Program is an extensive staff development program for elementary and secondary teachers. Its primary objective is to provide training experiences for developing the knowledge and skills needed to effectively plan and use particular teaching strategies for developing higher-level thinking skills in students.

Content of the Program.

The program is organized into four units, each dealing with the strategies associated with a set of thinking tasks identified by the extensive research of the late Dr. Hilda Taba. These thinking tasks are generic to all content areas, appropriate for all grade levels, and essential to the development of self-directed, higher-level thinking.

CONCEPT DEVELOPMENT

Participants learn to use teaching strategies which help students become more flexible in their thinking by organizing and re-organizing data; by forming, clarifying, and extending concepts; and by seeking out a variety of relationships among different items of information.

INTERPRETATION OF DATA

Through the use of strategies in this unit, participants are able to help students retrieve, organize, and analyze data from a variety of sources; make and support inferences about the data; and formulate warranted conclusions and generalizations based on their inferences.

APPLICATION OF GENERALIZATIONS

These teaching strategies enable students to apply previously learned generalizations to new situations which are similar to those upon which the generalizations were originally based. Students predict consequences of the new situation, support their predictions, identify conditions necessary to validate their predictions, predict further consequences, and ultimately verify, clarify, extend, or modify their generalizations in the light of supported predictions.

INTERPRETATION OF FEELINGS, ATTITUDES, AND VALUES

This unit deals with teaching strategies and question sequences useful in helping students learn to observe and interpret human feelings and actions by making inferences and forming generalizations about social

situations in termspeople's feelings, attitudes, and values. Another objective of this unit is to help students apply their observations to their own experience.

Objectives: for participants:

At the conclusion of a minimum of 60 hours formal training, participants in the Hilda Taba Teaching Strategies Program should demonstrate the ability to:

1. develop for each of the strategies various discussion plans which contain the following:
   a. both content and process purposes
   b. prediscussion materials and procedures
   c. a behavioral objective for each major part of the discussion
   d. sample focusing questions for each major part of the discussion
   e. anticipated responses
   f. appropriate support procedures to develop the discussion toward the stated purposes

2. conduct each of the teaching strategies in the program with children using the correct sequence of questions

3. conduct the teaching strategies with children in such a way that promotes maximum participation and variety of responses

4. identify the objectives of each focusing question in each of the teaching strategies

5. use appropriate variations of questions which accomplish the same cognitive objective

6. use appropriate support questions to develop the discussion and which promote participation, student to student interaction, and a climate of acceptance and respect for all ideas

7. identify the major research findings and theoretical and philosophical bases for the teaching strategies and their function as it relates to the development of higher level thinking skills in children

8. record and analyze data related to their own and others' performance of strategies using the Discussion Analysis Form Matrix; identify specific suggestions for improving performance

9. apply criteria in the program to assess the quality of students' responses in discussions using the teaching strategies

10. develop and use applications of the thinking tasks to at least three content areas; develop and use one or more learning units which incorporate all of the thinking tasks at appropriate points in the unit

Objectives: for students:

Students of Taba trained teachers who systematically and effectively use the teaching strategies in a variety of content areas should demonstrate the following abilities:

Thinking Skills

1. locate and recall data relevant to a given topic or question
2. clarify data by providing explanations or examples
3. group and regroup items according to a number of different attributes
4. identify a number of different relationships among different items
5. apply to grouped items labels which are appropriate for all items in the group and which appropriately name the relationship among the items
6. infer and explain cause and effect relationship among data
7. draw warranted conclusions and generalizations based on supported inferences about data
8. make and support predictions using data or logic
9. anticipate necessary prior or attendant conditions related to a given prediction
10. anticipate short and long range effects of given conditions
11. adapt or modify generalizations based on new data or insights
12. infer and explain feelings, attitudes, and values related to human behavior in given situations
13. identify and predict consequences of possible solutions to given human conflict situations
14. note and explain similarities and differences in human responses to given situations

Discussion Skills

1. participate actively in small and large group discussion
2. verbalize ideas

3. listen and respond to others; ideas

4. work independently or in a group to collect and process data relevant to a class discussion

Materials and Equipment:

Participant manuals, cassette tape recorder, blank cassette tapes

In-Service Administrators Training
Trenton State College

Toward a New Conceptual Framework for Educational Policy - The Community School - Career Education Process

Presentor: Leo J. Cantelope
Director of Continuing Education
Willingboro School District

Description:

An eight-hour training program designed for Administrators: Combines oral and visual presentations with working involvement dealing with up-to-date concepts for developing Community-School-Career Education Administrative processes.

A rethinking of organizational patterns with an overview of alternatives for educational planning beyond the "core" will be an integral part of the training.

Materials for understanding, planning and initiating these processes will also be provided the participant.

Objectives:

A brief review of the Educational Systems development and purposes over the years; an incisive look into the demands being placed upon educators; and an overall review of the implications these new demands will have in bringing about new and challenging educational policy and service in the future.

It will involve:

1. Emphasizing Career Development in a Community School Program.
2. Organizational design(s)
3. School, Business and Industry - Complementary roles
4. Planning educational processes in a technological society
5. Advisory Councils - What they are, how they work and the leadership role needed to have them function positively.
6. Education Planning - Strategies for change
7. Financing Community School - Career Education Systems
8. Evaluation
9. Suggested staffing requirements

Materials Needed: Overhead projector

In-Service Teacher Training
Trenton State College

Criminal Justice Education for the Teacher

Presentors: Faculty of the Department of Criminal Justice
Trenton State College

Members of the State Department of Corrections and Parole

Description:

This is a series of 10 lectures on issues of importance in the criminal justice system.

The lectures will deal with the following topics, each for a two-hour period.

1. Treatment of the Juvenile Offender
2. Drug Addiction: Problems and Programs
3. Modern Police Administration and the Public
4. Treatment Alternatives for Public Drunkenness, Vagrancy and the Homeless Male
5. Prison Reform Movements
6. Court Administration Reforms
7. Institutional Racism and the Criminal Justice System
8. Probation and Parole Programs
9. The Volunteer and the Administration of Criminal Justice
10. Politics of Crime Enforcement

Objectives:

To enrich the general knowledge of teachers concerning trends and problems within the criminal justice system.

In-Service Teacher Training
Trenton State College

History and Philosophy of Corrections

Presentor: Gene E. Carte
Department of Criminal Justice
Trenton State College

Description:

This is a 2½ hour slide lecture discussing the evolution of modern corrections from its beginnings to today. This is either a single lecture or can be given as a series of three 1½ hour lectures with the addition of a textbook: Struggle for Justice: A Report on Crime and Punishment in America by the American Friends Service Committee.

Objectives:

To enable educators to see the demands for prison and correctional reforms within an historical and philosophical context.

Material and Equipment:

35 mm slide projector

In-Service Teacher Training
Trenton State College

Career Opportunities in Drug Abuse and Narcotic Addiction

Presentor: John H. Rice, Detective
Bucks County District Attorney's Office
Doylestown, Pa.

Description:

Presentation designed to increase teacher-student awareness in the drug scene on the street level and to stimulate enough interest that students will pursue a similar field in the career education program.

Objectives:

1. Telling it like it is.
2. Describe methods utilized by true addicts.
3. Showing a life the addict leads and the ultimate end results.
4. Discussing various methods of treatment and rehabilitation.
5. Education.

Materials and Equipment:

Screen.

In-Service Teacher Training
Trenton State College

The Newspaper's Role In American Society

Presentor: Mr. Jack Steele, managing editor, Sunday Times Advertiser
Trenton, New Jersey

Description:

A two hour presentation and discussion on what the American newspaper has done, is doing and will do. An in-depth study into problems of newspapers and philosophies of journalism.

Objectives:

1. To inform educators on how newspaper decisions are made
2. How and why reporters cover the stories they write
3. Why editors play stories the way they do

Quite often there seems to be a snake-mongoose relationship between newspapers and the teachers. This will be an effort for better understanding of an institution that plays a prime role in American society.

Materials:

Only the newspaper and that will be provided.

In-Service Teacher Training
Trenton State College

Measuring Reading Comprehension The Easy Way Using The Cloze Procedure

Presentor: Dr. Robert Weber
Industrial Education and Technology
Trenton State College

Description:

This program will consist of lectures, demonstrations, and lab activities related to the understanding and use of the Cloze procedure as a method of measuring reading comprehension and learning gain. The program, which would last approximately 2-1/2 hours will deal with such topics as the historical development of the Cloze procedure, current research dealing with this procedure, techniques for constructing a Cloze test, and ways in which the Cloze procedure can be applied for evaluation purposes in the classroom situation.

Objectives:

As a result of participating in this program, the student should be able to:

1. Construct a Cloze test of a written paragraph using the "every fifth word deletion" pattern.

2. Score correctly a completed Cloze test, counting only exact word replacments as correct answers.

3. List at least two academic areas where the Cloze procedure can be used efficiently as a measuring device.

4. Write a short paragraph of directions to be followed by a student or class taking a Cloze test for the first time.

5. Cite at least three reference sources dealing with the Cloze procedure as a valid and reliable measure of reading comprehension.

Materials::

1. Lecture hall with screen and overhead projector

2. The following publications would be distributed to each participant:

Jongsma, E.A.. The Cloze Procedure: A Survey of the Research. Indiana University: Occasional Papers in Reading, Bloomington, Ill. 1970. Price $1.25 each.

Klare, G.R.; Sinaiko, H.W.; and Stolurow, L.M. The Cloze Procedure: A Convenient Readability Test for Training Materials and Translations. Arlington, Virginia, Institute for Defense Analyses Science and Technology Division, 1971, #P-660, Price $3.00

In-Service Teacher Training
Trenton State College

The Impact Of Teacher Behavior On Learners And Learning

Presentor: Dr. William Alexander — Industrial Education and Technology, Trenton State College

Description:

Presents the context within which teachers can view themselves as teachers of groups which necessitates knowledge of group characteristics and processes. During the workshop a teaching demonstration is given exhibiting different teaching modes and their impact on the group in terms of social-emotional climate. It presents to the teacher an area of inquiry into the fields of learning climate, teaching styles, leadership roles, self-monitoring techniques, and change processes.

Objectives:

A. To acquaint teachers with the impact of their verbal and non-verbal behaviors on learners and learning.

B. To demonstrate, in a micro-teaching situation, how various verbal behaviors effect learners.

C. To identify and discuss verbal behaviors that are positively reinforcing, acceptant, problem focused and generally learner centered.

D. To review systems available for monitoring teacher-learner interaction.

Materials:

Overhead projector, screen and portable chalkboard

In-Service Teacher Training
Trenton State College

Techniques for "Relevant Reading"

Presentor: Dr. David A. Proven
Reading Consultant
Neshaminy High School

Description:

This program presents motivational techniques for use with students of all levels. It pins down "relevancy" to specific methods and materials and emphasizes humanization of the individual in a technological society. The program is designed primarily for secondary school teachers.

Objectives:

1. To present methodology to enable students to want to read
2. To acquaint teachers with materials that will enable students to choose intelligently within their various careers
3. To present techniques that will encourage students to read critically
4. To encourage the use of different types of reading

Materials:

Tachistoscope - other materials will be obtained from Educational Development labs

In-Service Teacher Training
Trenton State College

Accountability

Presentor: Dr. Stanford Ruggles
Industrial Education and Technology
Trenton State College

Description:

The Accountability workshop session deals with four basic questions: What is accountability? What are some accountability measures? How can schools be made accountable? and What are potential problems in determining valid accountability systems?

The workshop session will consist of discussion of major issues, demonstration of accountability systems and participants working in small groups developing accountability measures for their area of instruction.

Objectives:

As a result of attending this workshop, the teacher will be able to:

1. Define the concept accountability
2. Indicate at least four areas of educator responsibility
3. List four ways in which schools can be made more accountable
4. Discuss principles of acceptable and non-acceptable accountability measures
5. List three potential problems in developing valid accountability systems
6. Develop objective accountability measures for their area of teaching

Materials and Equipment:

1. From the school: Overhead projector and screen
2. From the teacher: Note pads and pencils

In-Service Teacher Training
Trenton State College

Proposal Writing And Funding Opportunities For The Classroom Teacher

Presentor: Dr. Donn R. Herring
Office of Funding and Grants
Trenton State College

Description:

Many classroom teachers are doing things of an experimental nature or are interested in certain areas which could easily make them eligible for grants and awards from outside sources. However, because of the lack of knowledge on how to solicite and obtain outside financial support, many opportunities for funding are never utilized. This presentation will cover basic elements of proposal writing, including various types of proposals, suggested proposal formats, and budget preparation. Foundations, their areas of interest, and the proper way in which to approach them will be considered. Federal programs of interest to the individual will be identified and discussed in detail. The basic tools needed to research funding opportunities will be identified and samples of various major sources will be available for inspection, discussion, and familiarization.

Objectives:

This program will:

1. Acquaint classroom teacher with basic elements of proposal preparation.
2. Identify ideas, areas of interest, projects and programs which would appear to be eligible for solicitation of outside funds.
3. Provide classroom teacher with the basic tools needed to research and discover funding opportunities and sources.
4. Stimulate the classroom teacher to think of themselves, their work, their methods, their schools, and their students in terms of research investigation, experimentation, innovation, and demonstration projects.

Materials:

overhead projector (desirable)
handouts (supplied by instructor)

In-Service Teacher Training
Trenton State College

Construction Industry - Careers in Mechanical Contracting

Presentor: Mr. Ben Georgia
Staff Member
Mechanical Contractors Association of New Jersey

Description:

This three-hour orientation aims at familiarizing instructors and teachers with a broad understanding of the mechanical contracting field and how it relates to the construction process. The industry is described through the many and varied jobs which are involved. Other areas which are presented are educational requirements, trends in the industry, and labor management relations. Orientation will include hands-on experiences which emphasize field and office occupations.

Objectives:

To increase student and teacher awareness of the many jobs available through the Mechanical Contracting industry.

To provide a hands-on exploratory experience in office and field occupations, i.e. welding and estimating.

To provide students with a greater understanding of the construction field as a whole.

Materials and Equipment:

1. Pamphlets - "Pick a Growth Future", NCE - Newark State College brochure.
2. Reprints - Articles about industry, labor relations, apprenticeship, Mechanical Contractors Ass'n.
3. Film - "Anatomy of a City" - 16 mm color - ½ hour.
4. Slides - Middle Management - 15 min., taped narration.
5. Test - Survey of Industry Information - 10 minutes.
6. Equipment - Torches, pipe, soldering materials.
7. Estimating Exercise Sheets.
8. Demonstrations - Blueprints, specifications, glass pipe.
9. Vocabularly list hand-out.

In-Service Teacher Training
Trenton State College

Scientific Career Experiences for the Economically Disadvantaged Child
(elementary/secondary)

Presentor: Lawrence McGuin
Coordinator
The Urban Science Education Coalition, Princeton

Description:

A program which aids teachers and guidance counselors in making sci/tech careers more meaningful to disadvantaged youths. It will sensitize participants to the parameters of sci/tech careers which a disadvantaged youth could encounter in any given community or county in New Jersey.

Objectives:

1. Describe and demonstrate a sci/tech career exposure model which could be implemented for any given target population of students.

2. Apprise the participants of the kinds of efforts needed to assist disadvantaged youth in formulating "sci/tech career attitudes".

3. To stress the need for more sci/tech personnel from disadvantaged backgrounds.

Materials:

Blackboard
paper and pencils

In-Service Teacher Training
Trenton State College

A Technique for Teaching Emotionally Disturbed Students

Presentor: Mr. James V. Tanzillo
Vocational Supervisor
Youth Reception and Correction Center
Yardville, New Jersey

Description:

A systematic approach to teaching emotionally disturbed children. The objectives necessary to effectively complete the task are examined in light of the students and their behavioral anomalies. Individual behavior modifications are dealt with in a group treatment approach.

Recreational team sports, such as football, give the observing teacher reality insight into the child's deviant behavior. Weight training further emphasizes that career objectives can only be met with a strong and healthy body. The rules and regulations of the game act as a catalyst in forming group norms. Carpentry workshops teach the students about the world of work through the proper use of hand tools and measurement.

Objectives:

1. To provide the teacher with a workable approach to career adjustment.
2. To provide the teacher with a workable approach in dealing with this classification of students.
3. To provide the teacher with the resourcefulness to execute this approach.
4. To provide the teacher with behavioral evaluations at both regular and irregular intervals.

Equipment:

Overhead projector and chalkboard; also ample room for role playing.

In-Service Teacher Training
Trenton State College

The Civil War Era as History and as Legacy

Presentor: David F. Riggs
Graduate Student
Pennsylvania State University

Description:

The Civil War Era as History and as Legacy is self-descriptive in title, for the American Civil War era will be presented in a manner adaptable to the classroom. In this particular instance the Civil War era has been selected as a model pertinent to the technique of teaching any history course within the context of career education. Lectures will be supplemented by appropriate materials in fulfilling the desired objectives, and, in addition to continuous lecture (when appropriate), there will be question-answer and Sic et Non dialogues. Two topics will be accentuated: history per se, and the Civil War era, the latter being an example of a model career education course in history.

Objectives:

1. To demonstrate how any history course may be presented as history and as legacy, i.e., in its historical context while simultaneously demonstrating its relevance to contemporary life. In this instance the Civil War era is being utilized as an example of how to fulfill this objective in any history course.

2. To explain and demonstrate the techniques and applications of career education to history courses. This will include an examination of careers during the Civil War era, thereby demonstrating:

   a. What careers were in existance during the Civil War era, and how these careers either developed or expired in the ensuing years, and how these careers compared with their predecessors.

   b. What careers were of most significance during the Civil War era, with an explanation as to why these careers were of significance.

   c. How the career of each individual in a democracy proves significant, both to the individual and to a nation, collectively.

3. To utilize historical terminology and demonstrate how history is related to all aspects of life.

4. To humanize history by presenting it in a personal manner and to eradicate the misconception that history is merely a collection of abstract names, dates and places.

5. To indicate the potential usage of history by students not merely as an academic exercise but as a means of employment either in historically-oriented vocations or related fields. This includes an examination of careers related to history currently available to students with an analysis of opportune employment either in historically-oriented vocations or related vocations, the former requiring a firm foundation in history and the latter being advantageously supplemented by a background in history.

6. To demonstrate how the student can learn via his personal participation in Sic et Non exercises and in question-answer sessions, but neither of these procedures is to be exercised excessively. Rather, the role of personal inquiry is to be introduced as a source of student motivation and evaluation of events, past and contemporary.

7. To remind instructors of the importance of implementing such tools as term papers, essays and similar learning techniques with suggestions as to where as instructor should concentrate his/her emphasis in conjunction with contemporary historical demand.

8. To enhance the appreciation of history via the above indicated objectives, regardless of an individual's career goals.

9. In essence: to make history live.

Materials:

Pen/pencil and paper may occasionally be advantageous for all participants, but their usage is optional. Also utilized will be mimeographs, everhead projector for transparencies, a blackboard and chalk.

In-Service Teacher Training
Trenton State College

Parent Education (School and Parent Relationship)

Presentor: Inez L. Hinds
Early Childhood Education
Trenton State College

Description:

Discussion of the necessary factors that must take place in order to establish a better home/school relationship.

The Child - as a focal point.

Objectives:

1. To understand the basic principles for a sound parent-teacher relationship.

2. To explore ways of working with parents.

3. To learn how to plan for: the initial conference
   the individual conference
   the parent meetings

4. To learn how to utilize the casual contacts with parents and parent participation.

5. To review the kinds of media that influence the parent's attitude.

Materials:

Pencil and paper.

In-Service Teacher Training
Trenton State College

The Inner City Child - Emphasis, the Black Child

Presentor: Inez L. Hinds
Early Childhood Education
Trenton State College

Description:

This program will be on the developmental aspect of the black child, and basic knowledge which will bring about a greater understanding of the black family in the United States.

Several approaches will be presented on how the black child can become a successful and productive person.

Objectives:

1. To understand the black family - their goals and philosophies.
2. To develop a self awareness of the black child for positive learning within his own environment.
3. Reviewing subject areas that contribute to Black Awareness and the enrichment of Black Culture.

Materials:

Pen and pencil
Illustrative materials

In-Service Teacher Training
Trenton State College

Home Economics - Inner City Style

Presentor: Inez L. Hinds
Early Childhood Education
Trenton State College

Description:

Home Economics will offer an unlimited amount of career opportunities for the inner city child.

This presentation will consist of ideas relating to various methods that may be utilized in the classroom as well as in the community and home.

Objectives:

Construct and utilize new approaches to teaching home economics.

Subjects are: clothing, good grooming, foods and nutrition, home economics, decoration, family living, economics, consumer problems, sex education, drugs, home art, child development.

Materials:

Pencil and paper
Illustrative materials

In-Service Teacher Training
Trenton State College

Psychology of Family Relations

Presentor: Inez L. Hinds
Early Childhood Education
Trenton State College

Description:

The major emphasis will be on "what it means to be a member of a black family from birth to death."

Discussions will center around various traits, habits, ideas, inherant and acquired, and what makes a person the way he is and how he can influence the family.

Objectives:

1. The participants will be able to identify and apply their shared experiences through discussion and applications to their own careers.

2. The value of analysis within their own family structure, their job, their environment, will help the participants to understand their basic feelings to others, particularly the learner.

3. The participant will be able to find a level of approach with specific interests to those interested in the fields of home economics, nursing, early childhood and elementary education.

Materials:

Pencil and paper

In-Service Teacher Training
Trenton State College

The Insurance Industry (including Life, Casualty, and Marine) on the Junior and High School Levels.

Presentor: John A. Zeyak, Jr., C.L.U.
Manager, Trenton Agency, The Mutual Life Insurance Company of New York
Metro Chairman, National Alliance of Businessmen

Description:

This is a two-hour course for the professional educator interested in curriculum innovation with present day relevance.

Will present an over-view of the whole field of insurance as an agent of economic change and social development. All sessions will be held at a place designated by the Project Coordinator. The presentation will have related exhibits and materials available as teaching aids for the classroom teacher.

Objectives:

The objectives of this presentation will be to provide the following:

1. various activities and projects for various grade levels which will employ insurance as a focal point in the teaching of the language arts, mathematics, science, social studies, and career education.

2. a complete and thorough understanding of the resources available from industry, government, business associations, and educational institutions which enhance classroom insurance teaching.

3. a first-hand association with the instructional methods and techniques which are currently practiced by the insurance industry and which could enhance classroom teaching on various levels.

4. a clear comprehension of the relevance of the insurance industry and its impact on education, economics, social change, and technology development.

5. an opportunity for an interchange of ideas and involvement with various organizations and individuals who provide leadership in insurance education in the United States.

Materials:

Career kits, audiovisual aids, charts, pamphlets, brochures, books, etc.

In-Service Teacher Training
Trenton State College

Music Education - A Motivational Force in the Total Educational Program

Presentor: Stanley S. Austin
Supervisor, Graduate Music
Trenton State College

Description:

A presentation which includes:

1. Who Benefits from Music Education

2. Rationale supporting Music Education's potential contribution to each and every subject discipline or educational activity offered in the Public School - Curricula and/or Adult Education.

3. Revealing specific contributions Music Education can make to each and every part of the Public School Curriculum.

4. Delineating necessary processes

Emphasis on the increase in honest motivation brought to the total curriculum when a school's music education interacts with all other subject areas.

Objectives:

Teachers and Administrators present will hopefully:

1. Grow in their knowledge of Cognitive and Affective aspects present in Music Education.

2. Gain increased perceptions through finding musical expression a Mirror of the Way Life Moves and How People Feel toward The Way Life Moves.

3. Experience increased perception of Musical Sound as a Universal Language thus beneficial as Communication for Human Relationships -- "Music Promotes Togetherness"

4. Discover Findings of Music Education concerning the Promotion of Learning Relevant to their educational effort.

5. Discern What Interaction Is and What It Is Not as it applies to Music Education.

6. Be persuaded to (1) expect Music Education to serve both the General LIFE-LONG Needs of the masses in the school's population and the specific in-depth needs of those who look toward Music as a Career; (2) cooperatively create the necessary climate.

7. Leave the presentation with information concerning where materials can be used, how to employ them and most of all a positive attitude toward Music Education as vitally needed education.

Equipment Needed:
Stereo Tape Recorder